

A READING LESSON PLAN

1. CLASS PROFILE AND TEACHING CONTEXT

The following lesson plan will form part of a scheme of work entitled, *Reading Fables, Myths, Legends and Fairy Tales*. This scheme of work, and this particular lesson plan, is specifically for the 1st year of ESO, group A/linguistic section; it is a group made up of 33 students, all of whom will turn 13 this academic year.

Though the secondary school I work in has had a MEC/BC bilingual project for eight years, this is the first group to follow the CAM bilingual project, and they are being taught using the guidelines from the “Advanced Curriculum”. 31 out of 33 students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A2 level, in the Common European Language Framework); however, two students have passed the Cambridge PET exams (equivalent of a B1 level, in the Common European Language Framework).

The school, which is situated in a middle class area, is located in the north of the community of Madrid. Though the school has suffered its wear and tear after 25 years, it has an impressive bilingual school library, which many bilingual students take advantage of.

2. GENERAL LESSON AIMS

GROUP: 1ºESO A (Linguistic Section)	LENGTH of TIME/LESSON: 50 minutes. Reading Comprehension of a Fable.
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3. 1º ESO ADVANCED CURRICULUM OBJECTIVES

1. To read and understand different texts of a suitable level, to the students’ ability and with texts that engage the students’ interests.

Reading Skills:

- All students will understand general and specific information from an original text.
- All students will use reading comprehension strategies: they will identify the theme of the text using textual and non textual elements. Students will use their previous knowledge on the topic and they will make predictions about the content. They will infer the meaning of words from the context, from visual aids and comparing to their equivalents in Spanish.

4. LESSON PROCEDURE

TIME	Teacher Activity	Pupil Activity	Expected Outcomes
5 mins.	I explain that we are going to read a legend about an eagle and a buzzard. I show the students a power point of the <i>Pre-Reading Activity</i> with a picture of the two animals and I ask them to predict what the story will be about. (<i>Material 1</i>)	Students describe the two animals and use their creativity to describe what the story will be about.	To participate and produce short and coherent oral messages.
10 mins.	I pre-teach new vocabulary by showing them pictures; students have to match the pictures to the words. (<i>Material 2</i>) I ask some students to mime some verbs (<i>flew, swooped, smashed, landed, hopped, devoured</i>). Other students in the class have to guess what they mean.	Students find out the meaning of the new words and participate in an active way miming some of them.	To pre-teach key vocabulary. To make sure students will understand the story.

15 mins.	I give students a worksheet with the text and another one with the <i>During Reading Activity</i> . (Material 3 & 4)	Students read and get the information they need to do the task.	To understand the story and find the information required in the text.
20 mins.	I ask the students to read the text again and answer the questions of the <i>Post Reading Activity</i> . (Material 4)	Students read again and answer the questions.	To identify conclusions and interpret the moral of the text.

4. RESOURCES / MATERIALS

- **Material 1**

You are going to read a story about
an Eagle and a Buzzard.

What will the story be about?



- **Material 2**

Match the pictures to the words.



wounded

quail

tree stump

- **Material 3**

African Legends - The Eagle and The Buzzard (Nigeria)

A buzzard one day flew into a tree. Some time passed and an eagle flew by. The eagle said to the buzzard "What are you doing here, you worthless buzzard?" The buzzard replied, "I am waiting for the shoulder of God."

The eagle noticed a quail perched on a tree stump nearby. He said to the buzzard "I eat by my strength. Watch how I will devour the quail before your eyes. You say you are waiting for the shoulder of God, but I eat by my strength!" The eagle swooped to devour the quail, but the quail avoided his attack. The eagle smashed against the tree stump and his breast was sliced open. He fell to the ground, wounded and unable to fly.

The buzzard flew over and landed near him. "What happened strong eagle?" the buzzard asked. "What do you want here?" replied the eagle. "I am going to eat you," said the buzzard, "Did I not tell you that I was waiting on the shoulder of God?" The buzzard hopped over and devoured the eagle.

- **Material 4**

Activity 1 (During Reading)

Are the following statements *True* or *False*?

1. There are two birds in the story.
2. The eagle thought that the buzzard was useless.
3. The eagle hunted the quail.
4. The buzzard ate the quail.

Activity 2 (Post Reading)

Read the text again and answer the questions.

1. Where were the buzzard and the eagle?
2. How did the eagle react when he saw the quail?
3. What happened to the eagle in the end?
4. What was the buzzard's personality like?
5. What is the moral of the story?
6. Can you find any rhetorical devices in the text? What are they used for?

5. EVALUATION

1. To identify and understand the general idea and select specific information from literary texts suitable to their age; to do this with the aid of textual and non textual features on a variety of themes. In the process students take into account the literary devices in the English language and others related to some of the subjects in the curriculum.

- I will make sure that students understand the new vocabulary.
- I will ask students questions to check their understanding of the main idea of the text and of specific information.
- I will encourage students to interpret the moral lesson of the story and analyze the language used in the text.